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| Summary information (July 2021) |
| School | Harting Primary School |
| Academic year | 2020-21 | Total PPG budget(financial year) | £15,450 | Date of recent review | 16.7.21  |
| Total no of students | 124 | Number of pupils eligible for PPG | 14 (10 pupils on census 10.20, 12 pupils on census 1.21) | Date of next internal review |  Autumn 21 |

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| Y1-6 pupil progress review (based on standardised tests and teacher assessment for writing) | Pupils eligible for PPG (10 pupils) | Pupils not eligible for PPG  | Gap \* |
| % achieving in reading  | 70% | 82% | -12% |
| % achieving in writing | 30% | 74% | -44% |
| % achieving in maths | 60% | 83% | -23% |
| % achieving in R, W and M | 20% | 66% | -46% |
| Additional information: *70% of y1-6 pupils eligible for PPG also on SEND register. This, combined with small numbers make it statistically invalid to make comparisons.* |

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| 1. Previous expenditure
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| Academic year | 2020-21 |
| 1. Quality of teaching for all
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| Desired outcome | Action/approach | Impact | Lessons learned |
| a.Good progress in all subjects | CPD: - inset reviews of PSHE curriculum (E4S)- review of school writing protocol- ongoing supervision by EP (ELSA training) | Keeping safe curriculum will enable teachers to plan RSE and PSHE effectively: route map revision influenced provisionImpact of absences due to first lockdown for some children has affected outcomes. Proportion of pupils with SEND in group affects literacy skillsELSA supporting emotional needs improves attendance and access to the curriculum | RSHE central to return following lockdowns to support children’s emotional well-being. SRE for two years’ curriculum to avoid gaps in children’s knowledge Further evaluation needed Improved management of dysregulated behaviour across school. Staff better able to determine if the behaviour is due to fear and significantly greater level of independent learning and engagement by several pupils  |
| b Improve maths learning and progress | Provide support:1:1/small groups in class pre/post-learning | Small group support has helped confidence with improved outcomes for group | Small groups during lockdown provided high levels of supportPupils with SEND needed plenty of repetition and the use of ‘ready to progress’ document needs to be evaluated in Autumn 2021 |
| 3. Develop literacy skills and increase vocabulary and knowledge | Additional reading conferences | Regular review of reading and additional support by trained volunteers and TAs enhanced outcomes | Frequent practice improved outcomes and knowledge |
| In class TAs (and teachers) to provide small group  | Additional TA support aided reading progress, in particular. Extra reading comprehension through PPG and catch up funding boosted outcomes | Some pupils have been identified with dyslexic traits through screening so SEND provision has been mapped |
| Additional phonics support | SEND additional phonics provision in-class sessions and additional sessions aided reading outcomes and writing progress | Writing progress was poorer than reading |
| Weekly newsround TV programme | These watched daily as lunches for KS2 pupils moved to classrooms, widening children’s understanding and perspectives | Consider re-establishing knowledge groups for dialogue to deepen understanding when lunch times move back to school hall |
| CPD:Modelled writing and in-class interventions | Limited by lockdowns | Autumn term: CPD for modelling writing |
| 1. Targeted support
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| 1. Improve maths reasoning and skills | Pre-maths/post-maths teaching by HLTAs/TAs | Children grouped for additional vocabulary/concept teaching to accelerate progress aided progress | Repetition of key concepts supported children |
| Specific maths feedback | Identified pupils with additional needs/younger pupils – extra verbal feedback enhanced understanding | Rapid feedback on learning supported progress |
| 2. Improve literacy skills | Additional phonics support | Group work, in-class, support improved reading outcomes | Ensure that other aspects of writing are supported to improve outcomes |
| Specific literacy interventions | Provision mapped to support pupils with SEND  | On-going for children with SEND  |
| 1:1 writing conferencing for pupils without SEN | Regular monitoring of progress and opportunity for individual feedback enables progress to be supported by qualified teacher enhanced progress for older pupils | Review Autumn 2021 |
| 3. Support emotional needs/ regulate behaviour | Support children’s emotional needs | ELSA, in tandem with EP service, supports pupils’ emotional needs so children with specific SEHM accessed the curriculum for a significantly higher proportion of timeCounsellor provides weekly support for identified pupils improving mental well-being for one pupil in particular | Children supported through counselling to be reviewed during the year and consider referral to I-shine counselling programme |
| 1:1/ class support | Support needed for some pupils enabled them to regulate own behaviour better and to access main curriculum  | Review needs of children with SEMH in Autumn 2021 and consider reducing level of support, as able |
| 4.. Provide width of opportunities  | Enable width of curriculum and opportunities | Provide range of clubs and opportunities for those eligible for PPG including music, sport and enrichment (limited by COVID) | When able provide additional free clubs |
| Internet access | Provided laptops for home use in lockdown. All pupils in this group had access to devices, if at home, but most attended school | Devices provided (13% of school) |
| Support parents to meet children’s needs | Provide breakfast/ after school care to enable pupil attendance | Enable parents to work and provide breakfast/ wrap-around care | On-going – free breakfast club provision |
| Additional parent/school meetings | Ad hoc meetings with SENCO/Head and teachers to improve outcomes and support family life; Early Help plans/work with other agencies as needed ensured good communication and pupil attendance. Mental health concerns were also reviewed | On-going  |
| Liaise with families who have had to shield relatives | Provide clear risk assessments and share school’s approach with parents.Attendance Autumn 2020 was good | Attendance for this group was good throughout the lockdowns but other disadvantaged pupils’ attendance was affected by other factors |
| Developmental trauma | Liaison with families and other agencies | Work with agencies to tailor to pupils’ needs has meant that some pupils’ behaviour has improved in the home and at school | Continue to work closely with other agencies to support  |
| Total budgeted cost | £15,450  |

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| 1. Additional detail
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| TAs are well-trained to ensure that classroom support enables learning. Additional support has shifted to in-class provision, to ensure that it is aligned to class curriculum, unless specific interventions indicated. This is reviewed at least termly. The Emotional Learning Support Assistant works with some vulnerable pupils, having completed ELSA training, yet continues to have half-termly professional supervision from Educational Psychologist. Teachers identify vulnerable groups on planning, including PPG. Pupils, in this group, are given priority for enrichment opportunities and clubs to encourage width of opportunity and provide challenge. This includes music and sport (and, in the past, additional swimming for non-swimmers). |